

A man in a light blue shirt and striped tie stands at the front of a meeting room, smiling and gesturing with his hands. He is addressing a group of people seated at a long table. The room has large windows in the background, and the scene is overlaid with a semi-transparent blue filter. The text "Train the Trainer Curriculum Strategy Walkthrough Session" is centered over the image in white.

# **Train the Trainer Curriculum Strategy Walkthrough Session**

# Housekeeping Items

- This session is being recorded. It will be distributed after the meeting as soon as it is available.
- Please hold your questions until the end of the presentations.
- Chat box is for comments.
- Q/A box is for questions.



# About the Presenter



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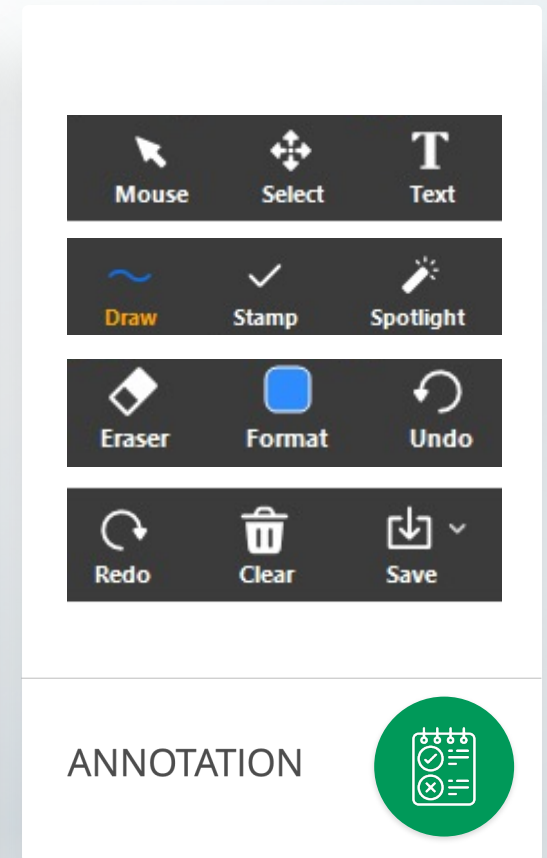
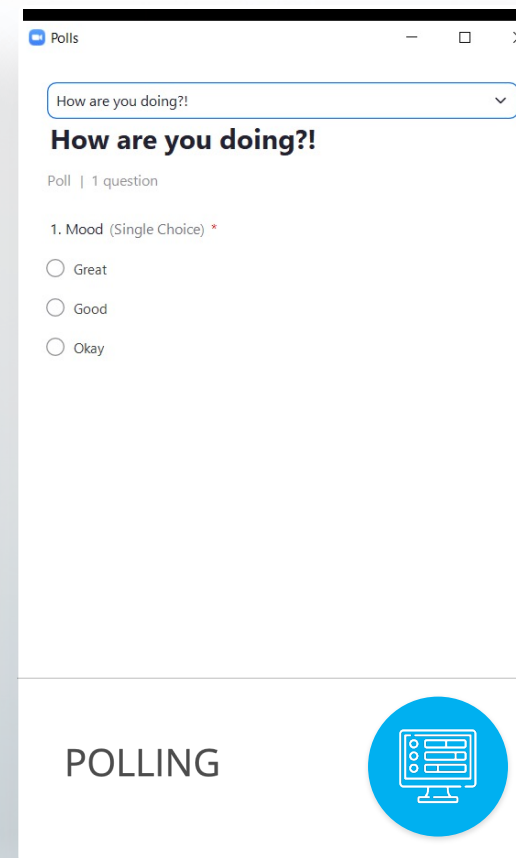
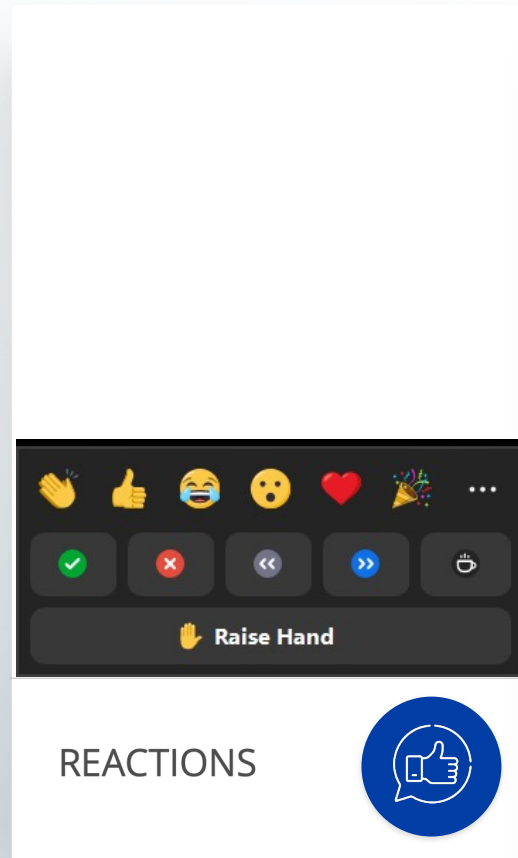
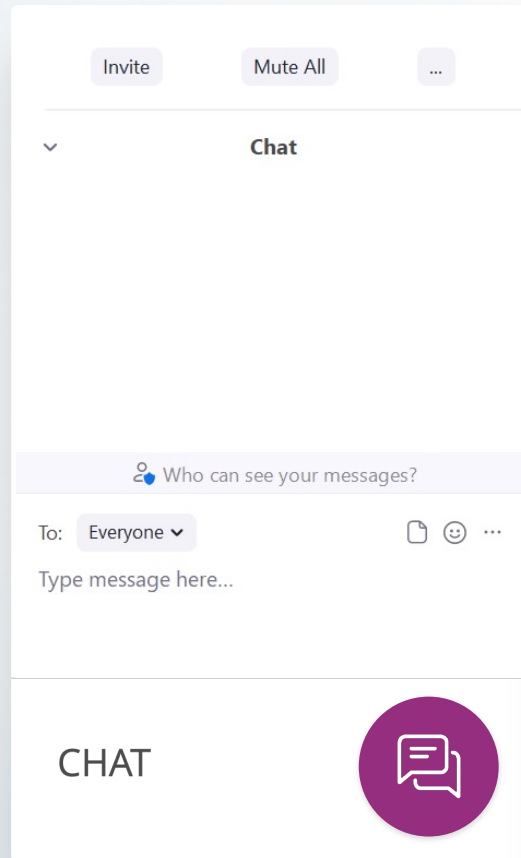


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# Zoom Reminders





# Train the Trainer Rollout Plan



# WHAT WERE YOUR TAKEAWAYS FROM THE KICKOFF SESSION?

(Write it in the chat!)



# Session Agenda



Learning  
Design  
Philosophy  
(5 minutes)

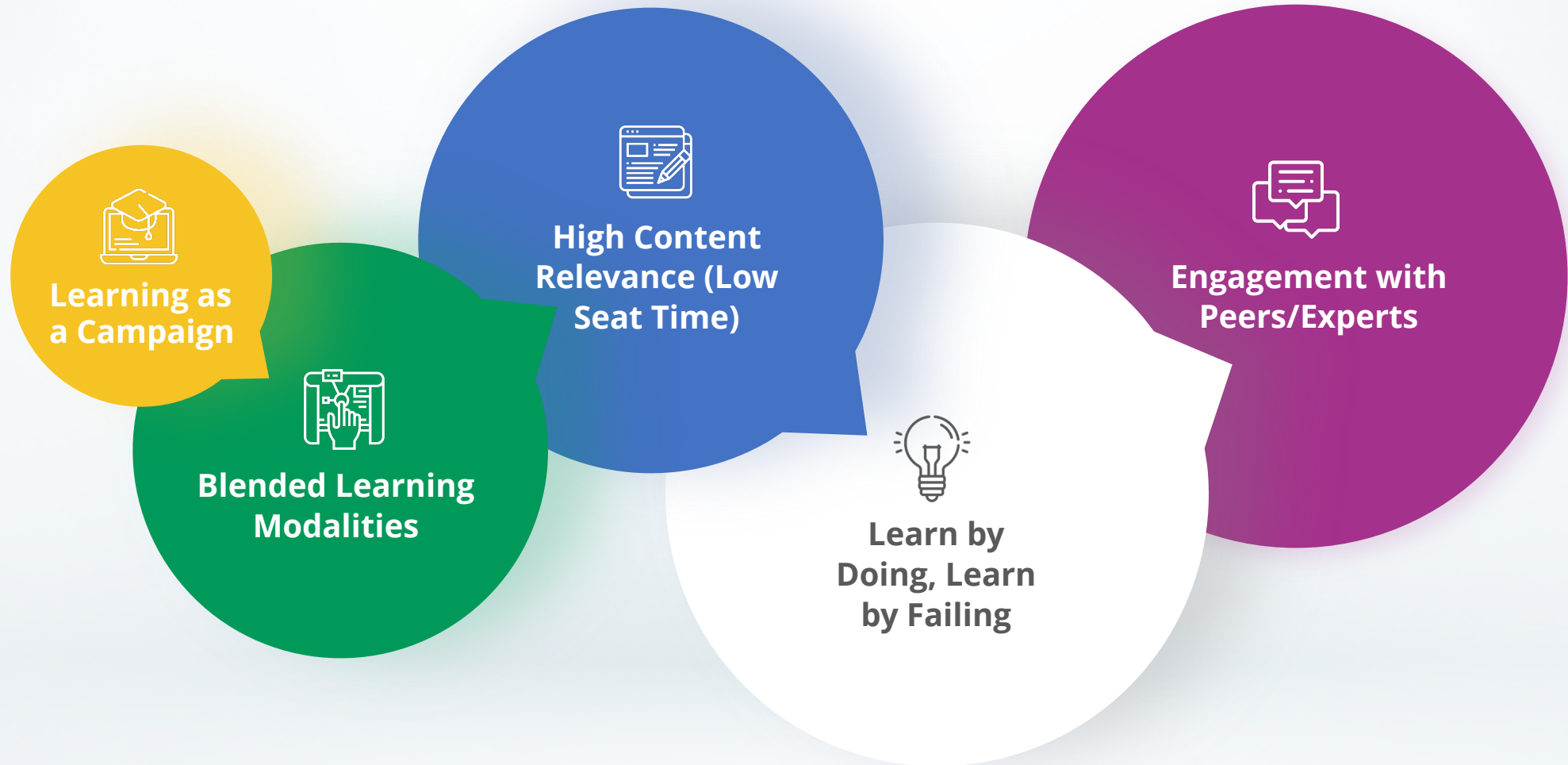
Analysis  
Process &  
Findings  
(20 minutes)

Learning  
Journey  
Approach  
(20 minutes)

Wrap-up  
(10 minutes)



# Learning Design Philosophy



# Learning As A Journey



Awareness



Knowledge



Skills + Application



Assessment



Support



Reference

Pre Go-Live

Post Go-Live

## AWARENESS + PREPARATION

- eVA Transition Webinars
- Overview Videos

## KNOWLEDGE

- Demo Videos
- Infographics

## INTERACTIVE TRAINING

- eLearning
- Guided Practice
- Virtual Instructor-Led Training

## CHECK OF UNDERSTANDING

- Assessments
- Surveys and Feedback

## SUPPORT + TROUBLESHOOTING

- Customer Care Team
- Expanded User Support by Appointment

## REMINDERS + SUSTAINMENT

- Quick Reference Guides (PDFs)

*Embrace Change, Recognize Relevance/Value, Build Confidence, Engage & Succeed*



# What Learners Need

## MEET THE MODERN LEARNER

As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviors, habits, and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their *own* development.

### OVERWHELMED...

**1%**  
of a typical workweek  
is all that employees  
have to focus on  
training and  
development



Sources:  
 "The Overwhelmed Employee: Simplify the Work Environment" Oxford University Press  
 "The Knowledge Worker's Day" IBM  
 "Make Time for the Work that Matters" Harvard Business Review  
 "Collaboration & Social Tools Drive Business Productivity, Creating Hurdles in Work Interruptions" Humanix  
 "We're Creating a Culture of Distraction" joshuawilliams.com  
 "Study Says You Unlock Your Phone a LOT Each Day" iDroid  
 "Probably Cause Distraction and Stress at Work" HR Magazine  
 "IT Training Gets an Extreme Makeover" Computerworld  
 "Harvest Performance: Does It Really Matter To Users And By How Much?" University of Massachusetts  
 "Knowledge Worker Population 2011 - 2019" IDC  
 "Knowledge & Not a Strategy" PwC Strategy Group  
 "The Rise of the Extended Workplace" Associates  
 "Engaging Overwhelmed Learners" Towards Maturity  
 "Just-in-time Information through Mobile Connections" Pew Research  
 "It's not a Google Park Any Company Can Institute" Employees for Employee Learning" Fast Company

Bersin  
by Deloitte.

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### UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.



### ON-DEMAND

Employees are accessing information—and learning—differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels. For example:



### COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.



### EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.



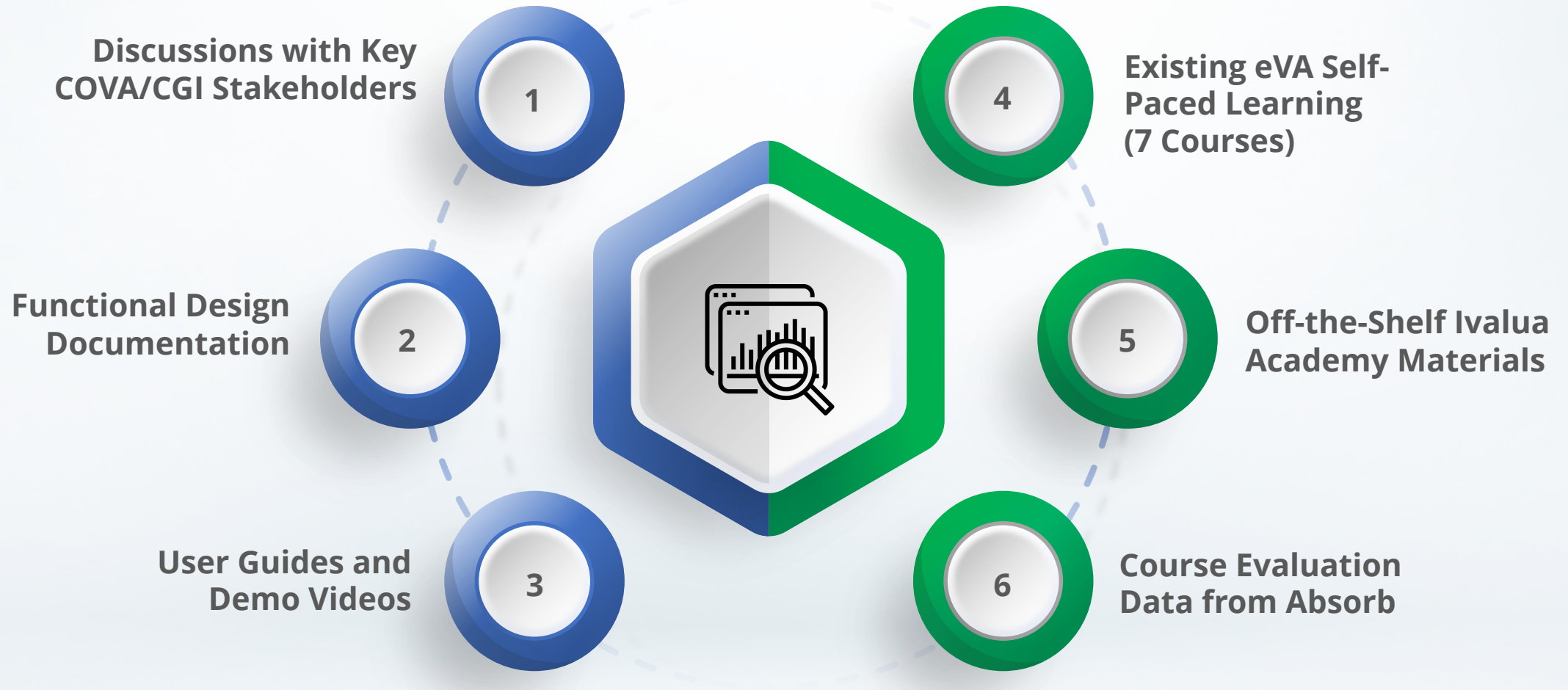
Learners are changing – at a faster rate now than ever before.

Learners need...

- **Streamlined curriculum** to prioritize critical information and reduce cognitive overload
- **Realistic practice opportunities** that build on fundamentals and provide targeted feedback
- **On-demand performance support tools** applicable to the point of need



# Primary Analysis Inputs



# Content Mapping and Task Analysis (Heat Map)

1. Listed all existing content that is considered relevant for the in-scope roles.
2. Added granular level details up to the task level.
3. Analyzed the topics to identify type of content (KNOW vs. DO).
4. Conducted SME interviews to create personas and identify the training needs for each role.
5. SMEs helped with the creation of heat map where the relevance of each topic/task to each role identified (H/M/L).
6. Grouped all the content identified as relevant to eliminate repetitions and redundancies.
7. Created level-based bite-sized learning units to plug and play in different journeys and avoid cognitive overload.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	Functional Area	Transaction Type	Task Name	Source	Level of Task Completion	Level of Process Knowledge	Supplier	Requisitioner	Requisition ID Approver	Shared Services Purchase Manager	Quick Quote Issuers	Solicitation Issuers	Solicitation Approver	Solicitation Evaluators	Contract Officers	Contract Administrators	Contract Approver	Managers	Agency/Business Owners	Policy, Compliance and Review Officers	eVA Team Members	eVA Customer Care Member	eVA Security Officer	
1	Sourcing	Prepare RFx Business Flow	Setup Financial Scoring/Evaluation	216 Figure 1b: Sourcing Project - Prepare RFx Process Flow in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	H	L	NA	NA	NA	NA	NA	DO	DO	DO	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
152	Sourcing	Prepare RFx Business Flow	Publish RFx	216 Figure 1b: Sourcing Project - Prepare RFx Process Flow in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	H	L	NA	NA	NA	NA	DO	DO	DO	DO	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
153	Sourcing	Quick Quote	Create a simple requisition with line item(s) in P2P	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
154	Sourcing	Quick Quote	Use the Create Solicitation button to send to a	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
155	Sourcing	Quick Quote	Complete the Quick Quote	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
156	Sourcing	Quick Quote	Award to supplier	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
157	Sourcing	Quick Quote	Update requisition with sourcing details - action within	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
158	Sourcing	Quick Quote	Requisition to order using workflow	215 Quick Quote to Purchase Requisition Process in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
159	Sourcing	IFB	Create Sourcing Project (By Buyer)	214 Figure 2: Sourcing Business Process Flow in Group 1- 5.11-0005_Sourcing_Functional_Design.doc	M	M	NA	NA	NA	NA	NA	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	
160	Sourcing	How to Respond (Creating a Response)	Supplier Responds to Solicitation with paper (Entered)	Section 2.2.2 of Sourcing Design (Paper responses)	M	L	DO	NA	NA	NA	DO	DO	NA	NA	NA	NA	NA	NA	NA	KNOW	KNOW	KNOW	NA	

User RolesTask AnalysisImpact Analysis

Page: 8 of 204348Count: 50Sum: 103

Display Settings

# Analysis of Current Training

## What Learner Data Said

Across assets, the lowest average rating was 4 out of 5 stars



Classroom assets earned higher ratings than eLearning



The Final eMall Sandbox was rated highest among eLearning



The Introduction was rated lowest among eLearning



“Generated Enthusiasm” was the lowest ranked question, globally



Participation (completion) is lower for classroom - no incentive



Overall, survey participation is low



## What It Tells Us

Learners find the topics relevant and structure helpful

Learners want the opportunity to ask questions (“human element”)

Learners value hands-on practice opportunities

Learners want to dive in quickly, without overhead

Learners need to recognize the value in what they are learning

Learners are unlikely to complete non-required materials

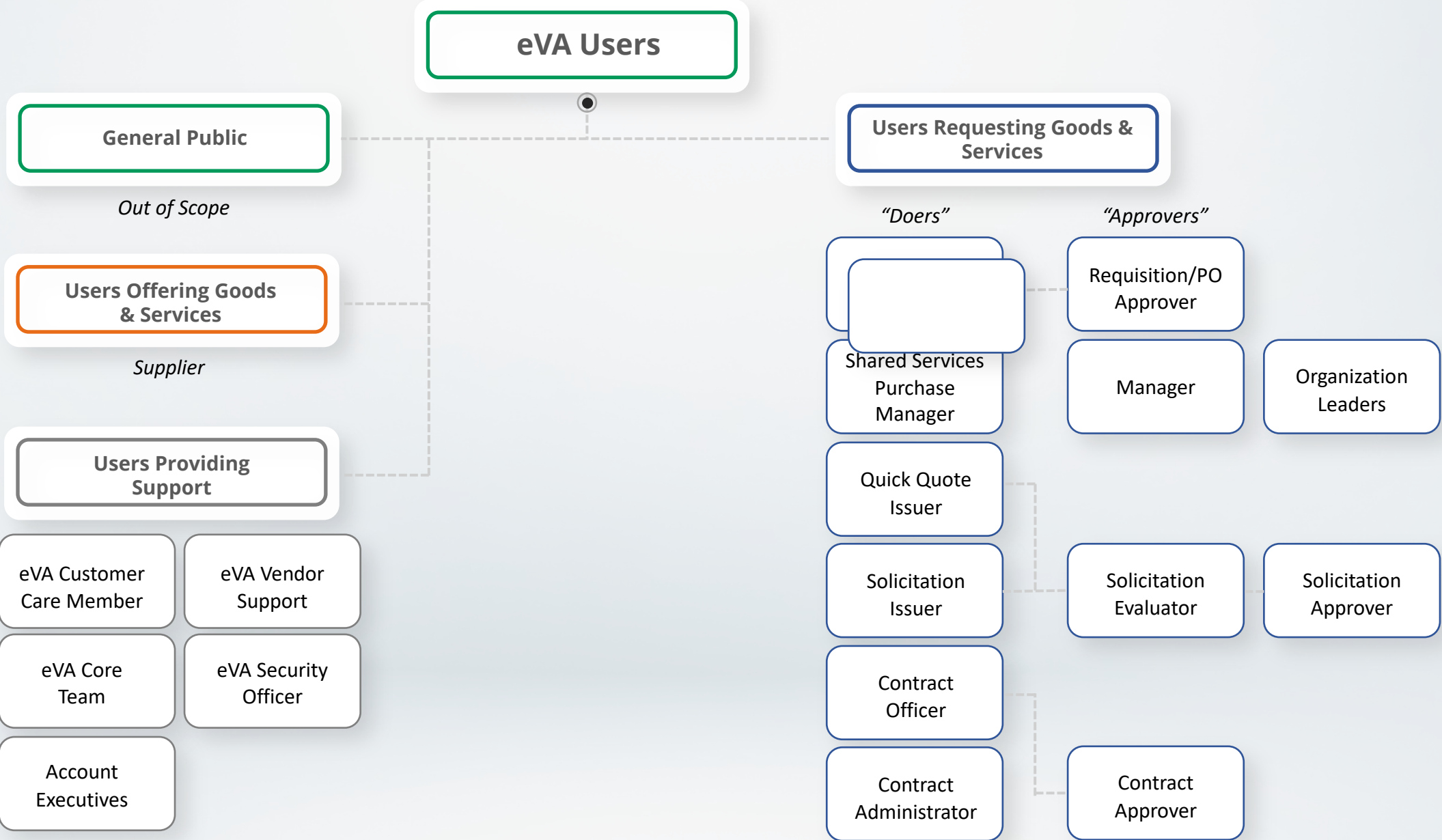
Learners are unlikely to provide feedback at the end of the course



# Curriculum Modernization Opportunities

Opportunities Identified	Recommendations
Materials were centered on current/existing system	Update content to align to the <b>new system design</b> , especially in areas with the most substantial changes to features/navigation
Broad training materials were available by topic area	Curate <b>role-specific learning journeys</b> based on the unique needs of the most common end user roles, framing content through a role-relevant lens
Average of 18.5 hours to complete	Reduce the <b>average time to complete training</b> by streamlining according to role-based needs, and filtering out less critical (or “less practice worthy”) information into job aids – as opposed to time-intensive simulations
Standard flow of interaction types by lesson	Engage learners through a <b>variety of modalities</b> best suited to the content areas – such as videos, eLearning, simulations, serious games, VILTs, quick guides, and more

# Overall End User Roles



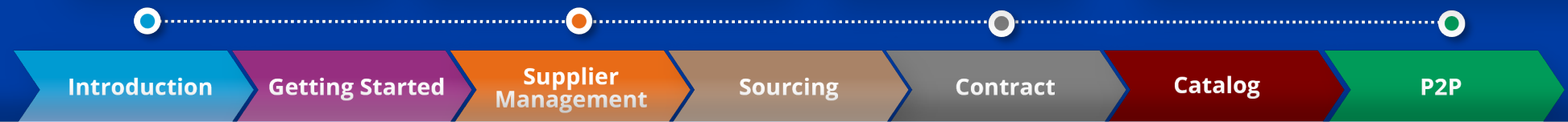
# Total eVA Program

- Welcome to eVA
- High-Level Process Flow

- Creating a Supplier
- ADMIN: Creating a Supplier
- Supplier Registration
- Supplier Registration
- Account Maintenance
- Account Maintenance
- Supplier Registration: Key Points
- ADMIN: Supplier Management

- Contract Basics
- New Contracts
- Contract Management
- Contracts Practice
- Contracts: Key Points
- Contracts Group Session
- Contracts Assessment

- P2P for Suppliers
- P2P Requisitions I:
- P2P Requisitions I: Practice
- P2P Requisitions II
- P2P Requisitions II: Practice
- P2P Requisitions III
- P2P Requisitions III: Practice
- P2P Requisitions: Key Points
- P2P Requisitions Group Session
- P2P Orders I
- P2P Orders I: Practice
- P2P Orders II
- P2P Orders II: Practice
- P2P Orders III
- P2P Orders III: Practice
- P2P Orders: Key Points
- P2P Orders Group Session
- P2P Assessment



- Login and Basic Task Management
- Basic System Preferences
- Quick Start Guide
- Pcard Management
- Pcard Management: Key Points
- ADMIN: User Management

- Create a Sourcing Project
- Simple Sourcing
- Simple Sourcing
- Prepare an RFx
- Creating Quick Quotes
- Sourcing Practice
- Sourcing: Key Points
- Viewing and Responding to Solicitations
- Solicitation Evaluations
- Solicitation Evaluation Practice
- Sourcing Group Session
- Sourcing Assessment

- Catalog Shopping
- Catalog Shopping: Key Points
- Catalog Group Session (Requisitioners)
- Catalog Assessment (Requisitioners)
- ADMIN: Catalogs
- Catalog Maintenance
- Managing and Importing Catalogs
- Catalog Maintenance Practice
- Catalog Maintenance: Key Points
- Catalog Group Session (Suppliers)
- Catalog Assessment (Suppliers)





# Types of Learning Assets



**VIDEOS**



**PDF**



**ELEARNING**



**VILT**

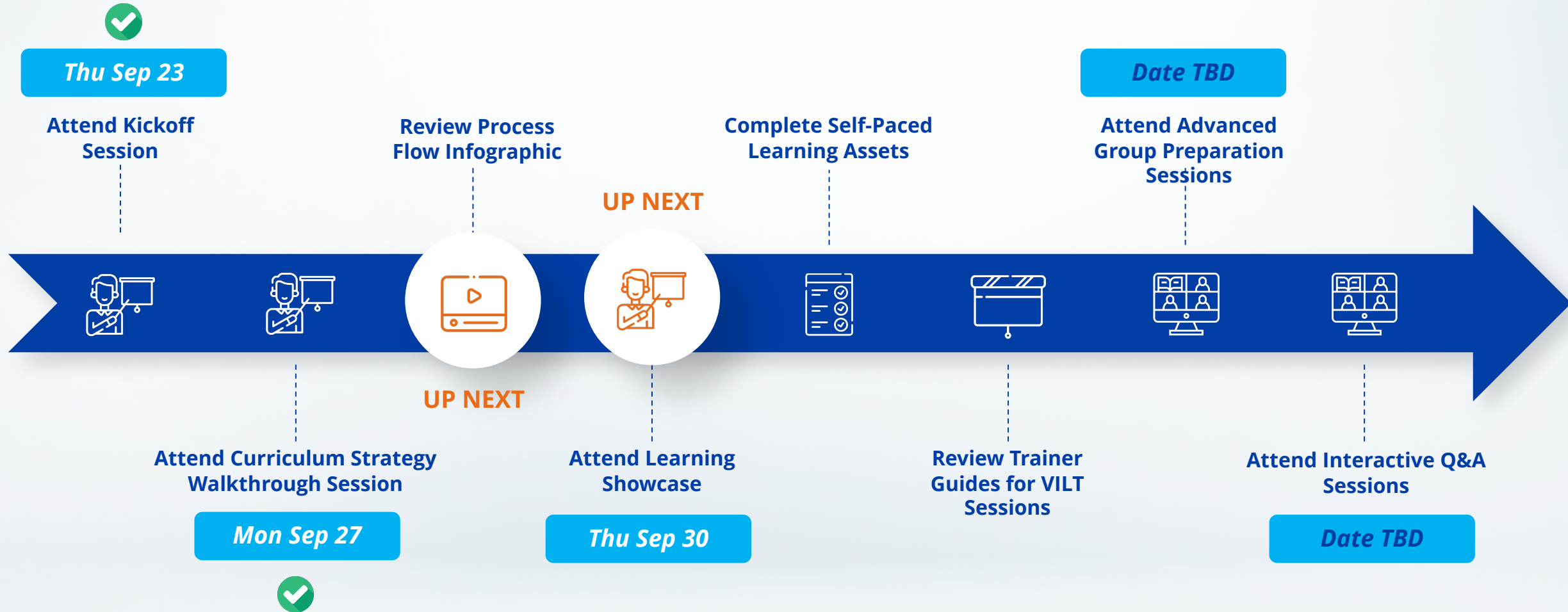


**PRACTICE**



**ASSESSMENT**

# Next Step: Attend Learning Showcase



A man in a light-colored shirt and striped tie stands at the head of a conference table, smiling at a group of people seated around the table. The scene is set in a modern office with large windows in the background. The image is overlaid with a semi-transparent teal filter.

# Quick Q&A

(Write it in the Questions!)





**THANK YOU!**